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ABSTRACT

This flexible resource teaching package describes the 1863 Battle of Gettysburg and explores how conflicts begin and how they can be ended. Lessons address visual, auditory, and kinesthetic learners while fostering critical thinking skills as students read, write, analyze, and draw conclusions. Role playing and other creative activities are included. The packet contains five lessons: (1) "Conflict and Its Resolution"; (2) "The Conflicts that Caused the Civil War"; (3) "The Gettysburg Campaign and the Battle"; (4) "How the Gettysburg Conflict Affected People"; and (5) "The Gettysburg Address." The lessons are designed to: work with a poster and prepare students for a visit to Gettysburg; offer teachers a way to integrate the study of history with other academic subjects in the upper elementary grades; and coordinate with the learner outcomes identified by the Pennsylvania Department of Education. Teachers can use one lesson or all five. Includes additional resources for both students and teachers. (EH)

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ED 402 220

NATIONAL PARK SERVICE

PARKS AS CLASSROOMS

TEACHER'S GUIDE

BATTLE OF GETTYSBURG

Detail from the original painting, "High Water Mark" by Mort Kur

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Conflict!

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To the Teacher:

On three days in July 1863, a terrible battle was fought in the hills outside Gettysburg, Pennsylvania. In this series of lessons, students will learn more about the Battle of Gettysburg. They will also learn how conflicts begin--and how they can be ended.

This teaching package has been designed to appeal to all types of learners--visual, auditory, and kinesthetic. It fosters critical thinking skills as students read, write, analyze and draw conclusions. They also participate actively through role playing and other creative activities. The teaching package includes five lessons:

Lesson #1 - Conflict and Its Resolution

- Handout #1, "Mediation"
- Handout #2, "Acting as a Mediator"

Lesson #2 - The Conflicts that Caused the Civil War

- Handout #3, "The Scene Opens"
- Handout #4, "Roots of the Conflict"
- Handout #5, "Thinking About the Roots of the Conflict"
- Handout #6, "The U.S. in 1863" (map)

Lesson #3 - The Gettysburg Campaign and the Battle

- Handout #6, "The U.S. in 1863" (map)
- Handout #7, "The Gettysburg Battle" (map)

Lesson #4 - How the Gettysburg Conflict Affected People

- Handout # 8, "The Battle Affects People"

Preparing for the Site Visit - A Walk Through the Past

- Handout - "What Would You Do?"
- Handout - "July 2, 1863" (script)

Lesson #5 - The Gettysburg Address

- Handout #9, "The Gettysburg Address"

The teaching package is designed to work with a poster. It prepares students for a visit to Gettysburg. The lessons offer teachers a way to integrate the study of history with other academic subjects in the upper elementary grades. The lessons were designed to coordinate with the learner outcomes identified by the Pennsylvania State Department of Education

This is a *flexible resource package*. Teachers can use one lesson--or all five.

Lesson 1 - Conflict and Its Resolution

Former President Jimmy Carter, who has helped resolve many international conflicts, says, "On the most basic level, conflict occurs when interests differ." This is true for individuals--in families, classrooms, or on the job. It is also true among nations. In this lesson, students will think about the meaning of conflict, use role play to act out a conflict among several friends, and then learn how to apply an important method for resolving conflicts--mediation.

Pennsylvania Learner Outcomes Achieved in This Lesson:

Citizenship (iv)

> All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

Citizenship (v)

> All students will develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

Communications (vi)

> All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.

Learning Objectives

Students will be able to discuss and describe basic reasons why conflict occurs.

Students will understand and be able to put into practice one method of resolving conflict--mediation.

What You'll Need

- A copy of Handout #1, "Mediation," for each student
- A copy of Handout #2, "Acting as a Mediator," for each student
- Optional: An overhead transparency of Handout #1 and an overhead projector

Teaching This Lesson

1. Write the word "Conflict" on the board. Ask students to define the word and tell what the term means to them.

2. The following role play will help students understand some of the causes of conflict:

> *Maria and Betsy are friends. Since second grade, Maria has wanted to be class president. The election is coming up soon. Betsy's friend LaToya tells Maria's friend Chelsea that Betsy wants to run for class president, too. Chelsea tells Maria. Maria is very upset. She feels that if Betsy were her friend, she wouldn't run for class president against her.*
>
> *Since Maria found this out, she has stopped eating lunch with Betsy. When she sees Betsy, she ignores her and sits with Chelsea. LaToya tells Betsy that Maria is angry with her because she has heard she wants to run for class president. This makes Betsy angry, too. She thinks she has the right to run, even though they were best friends for years. One day, Betsy and LaToya sit down at the same lunch table with Maria and Chelsea. Betsy says, "Why don't you talk to me any more?" Both girls are really angry.*

• Ask four students to volunteer to play the roles of Maria, Betsy, LaToya, and Chelsea. (If any of these names corresponds to the name of a student in your class, choose another name.) Make it clear to all students that no actor is playing herself. Say, "They're acting."

Helping Students Role Play

- Make sure the four actors understand the basic story line, what each character wants, and why.
- Encourage the actors. Be positive. Involve the audience. Have them say, "Action" to begin the scene. Have them clap when the actors are finished.
- If an actor doesn't know what to say next, encourage her to ask for suggestions from the audience.
- Give the students these tips:
- Speak loudly.
- Face the class. Don't turn your back. Try not to move in a way that will make other actors turn their backs.
- Listen to each other. Don't talk if someone else is.
- Speak slowly.
- Think of what someone you know might do or say. Make it realistic.

Tell the audience to watch and listen closely. After the role play, they're going to have to talk about what they saw. Also remind them once again that the students aren't playing themselves.

3. Have students act out the argument among the four girls. Afterwards, make the following points and ask these questions:

- Conflicts have both immediate causes and root causes (things that have occurred in the past).
  What is the immediate cause of Maria and Betsy's conflict from Maria's point of view?
  What are some of the root causes?
  What is the immediate cause of the conflict from Betsy's point of view?
  What are some of the root causes?

- Conflicts can be resolved in many ways. One way to resolve conflicts peacefully is through mediation. A student mediator gets the people who are in conflict to talk about the problem and see if they can come up with a solution. Ask for a volunteer to be the mediator.

4. Pass out Handout #1, Mediation. (You may also wish to make an overhead of this handout.) Talk through each of the steps involved in mediation:

Step 1: Set the Ground Rules

The mediator explains that each person will have a chance to talk and tell their side of the story. The rules are:

- No interrupting
- No name calling or put-downs
- Be honest
- Work hard to solve the problem

Step 2: Define the problem

Ask each person to tell what happened. Then the mediator should restate and summarize the story. Then the mediator should give each person the chance to say whether the summary of the story is accurate from their perspective. Finally, the mediator should ask, "How did that make you feel?" and restate what the person says.

Step 3: Find solutions

The mediator should identify the issues to be solved. Then the mediator may ask each person, "Can you think of any solution to this problem?" Or, the mediator can ask both parties to *brainstorm* for 2 minutes. Remind students that when they are brainstorming, they should throw out any idea that occurs to them. Say, "Brainstorming is not the time when we criticize other people's ideas--we're trying to come up with as many answers as possible. Later, we'll do some evaluating." Once the list is developed, the mediator asks, "Which of these solutions could you agree with?"

Step 4: Final agreement

The mediator restates the final solution. Tell students this solution should be a 4WH solution: it should say Who, What, When, Where, and How. The mediator should ask each person what he or she can do to keep the problem from happening again. Then the mediator should congratulate both sides on reaching a solution.

5. Have the students and the mediator role play a mediation to this conflict. Pass out Handout #2: Acting as a Mediator. Discuss the steps that mediators should follow when trying to find a resolution to a conflict.

6. After the students have completed the role play, say, "Conflicts occur when nations or groups of people can't agree. If there is no way to reach a peaceful solution, a war can occur. That's what happened in Gettysburg in 1863. Because the North and the South could not reach a peaceful solution to their disagreements about slavery, states' rights, and tariffs, the two sides went to war. In Gettysburg, more American lives were lost than in any other battle in history."

Additional Activities for Follow-up

1. Have students choose a fairy tale that involves a conflict. Role play what might have happened if there had been a mediator. (Example: What if Cinderella and her stepsisters had gone to mediation?)

2. Read *The Butter Battle Book*, by Dr. Seuss. After reading the story, ask students to define the conflict. Ask students to role play a mediation to this conflict.

3. Have students look through newspapers to research conflicts occurring in the world today. Make a poster or a bulletin board of the different conflicts they identify.

Handout #1: Mediation

- ✓ Step 1: Introduction and Ground Rules
  - Do not interrupt
  - No name calling or putdowns
  - Be honest
  - Work hard to resolve the problem
- ✓ Step 2: Define the Problem
- ✓ Step 3: Find Solutions
  - Mediators do not suggest solutions
- ✓ Step 4: Final Agreement
  - Who, what, when, where, how

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Handout #2 - Acting As a Mediator

Step 1: Introduction and Ground Rules

1. "Hello. My name is ..." *(shake hands)*
2. "Would you like to solve your problem with us?"
3. "Everything that you say will be kept confidential . . ."
   We are not here to judge . . .
   We will not decide the solution for you . . .
   Each of you will get a chance to tell your story without interruption.
   You will create the solution yourselves.
   Together, you will create an agreement that you are both happy with.
4. There are a few ground rules that you need to agree to:
   - Not to interrupt
   - No name calling or putdowns
   - Work hard to solve the problem
   - Be honest.

   "Can you agree to those rules?"

Step 2: Define the Problem

Storytelling and uninterrupted listening

5. "Please tell us what happened . . . *(ask one person)*
6. *Let them tell their story.*
7. "So . . . *(restate and summarize the story)*
8. "How did that make you feel?" *(restate)*

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9. "Please tell us what happened . . . *(ask the other person)*
10. *Let them tell their story.*
11. "So . . . *(restate and summarize the story)*
12. "How did that make you feel?" *(restate)*

✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦✦

"Is there anything else you would like to say?"

Step 3: Find Solutions

Creating options

13. "The issues to be solved are . . . Are there any other issues?"
14. "Can you think of a solution for the issue of ...?" *(ask one person)*
15. "What do you think of this solution?" *(ask the other person)*

✦✦✦✦✦✦✦✦✦✦✦ OR ✦✦✦✦✦✦✦✦✦✦

16. "Let's brainstorm for 2 minutes. Can you think of some different ways this can be solved?
17. *List these ideas.*
18. "Which solutions could you agree with?"

Step 4: Final Agreement

Mutual satisfaction

19. *Restate final solution.*
20. *4WH (who, what, when, where, how)*
21. "What could you do to keep the problem from happening again?" *(ask each person)*
22. "Do you think the problem has been solved?"
23. "Please tell your friends that you have solved the problem. This will prevent rumors from spreading about you and about this problem."
24. "Congratulations. You have worked hard to solve this problem."
25. *Everyone shake hands.*
26. *Have people sign a final agreement.*

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Lesson 2: The Conflicts that Caused the Civil War

In this two-day lesson, students will learn about the immediate and the root causes of the Civil War. They will begin with a basic review of the situation at the beginning of the war. Then, using a play, students will be encouraged to talk about their feelings about what it might be like to live through a civil war. On the second day, students will analyze the roots of the conflict and will discuss whether they believe the Civil War could have been avoided.

Pennsylvania Learner Outcomes Achieved in This Lesson:

Citizenship (i)

All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development.

Citizenship (iv)

All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and method of inquiry of the various social sciences.

Citizenship (viii)

All students demonstrate that they can work effectively with others.

Citizenship (ix)

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

Learning Objectives

Students will be able to describe the immediate causes of the Civil War.

Students will be able to discuss and analyze how civil wars affect individuals and families.

Students will be able to analyze and discuss the root causes of the Civil War.

What You'll Need:

- A copy of Handout #3, "The Scene Opens," for each student
- A copy of Handout #4, "Roots of the Conflict," for each student

- A copy of Handout #5, "Thinking About the Roots of the Conflict," for each group of students
- A copy of Handout #6, "The U.S. in 1863," (map) for each student
- Optional: You may wish to make an overhead transparency of Handout #5

How to Teach This Lesson

1. Explain to students the situation at the beginning of the Civil War. Pass out Handout #6, a map showing the U.S. at the beginning of the war. Depending upon your students' background in American history, you may need to explain these points to students, or you may elicit them from class discussion.

- A major disagreement between North and South was that the South wanted to continue slavery in the states where it already existed and to expand it to the new territories. The North did not want slavery to extend into the new territories. Many Northerners wanted slavery outlawed altogether.

- Before the election of 1860, many Southerners said that their states should *secede* (withdraw) from the Union if Lincoln won. They believed that states had rights that the federal government could not deny. When Lincoln won, six states seceded almost immediately. By February, representatives from those states met in Alabama and established the Confederate States of America, with Jefferson Davis as President.

- Lincoln did not take any action at first, but he did say that he would respond with military force if the Confederates tried to take over any federal property. On April 12, Confederate artillery bombarded Fort Sumter in South Carolina. This was the beginning of the Civil War.

2. Pass out Handout #3, "The Scene Opens." Ask for two volunteers to play the roles of Robert and Emma. They should act out the play in front of the class.

3. When the students have finished, say, "In fact, many family members did end up fighting on opposite sides in the Civil War." Ask students to talk about how they might feel if their family members were fighting each other in a war. You might want to point out to students that most of the wars taking place in the world today are civil wars. If students know anyone who has lived in a country where there is civil war, ask them to talk about their experiences.

4. Now pass out Handout #4, "The Roots of the Conflict." Point out to students that the causes of wars usually go far back into history. The Civil War was no different. Say, "We're going to learn more about the conflicts that led up to the start of the Civil War." Assign students to read Handout #4 as homework. Tell them that as they read, they should look for the following:

- The three causes of the Civil War
- How people in the North and the South viewed the institution of slavery
- What people in the North and South thought should be the role of the federal government
- Other differences between the North and the South

(Note: Some classes may need to read Handout #4 in class and complete Handout #5 as a whole-class activity.)

5. The next day, divide students into groups. Have them complete Handout #5, Thinking About the Roots of the Conflict. You may wish to make an overhead transparency of this handout. Have the groups report their findings to the class.

Then ask students, "Knowing what you know now about the roots of the conflict, do you think the Civil War could have been prevented? Why or why not?"

Additional Activity for Follow-up

1. Most of the wars occurring in the world today are civil wars. Assign students to research the root causes of one of these modern conflicts.

Handout #3, The Scene Opens

Robert is a 10-year-old boy living with his family in North Carolina. Emma is his 10-year-old cousin who lives in Philadelphia. They meet at a family reunion in Baltimore, Maryland, on April 13, 1861.

Robert: Cousin Emma, have you heard the news? In South Carolina, some soldiers fired on Fort Sumter. Papa's saying that this means war for sure.

Emma: My pa's been worried that this day would come. But he says that the Union can't stay half slave and half free. He and ma think that now that Lincoln's the president, he'll end slavery. That's why pa voted for him.

Robert: Well, *my* papa didn't vote for Mr. Lincoln. He voted for Vice President Breckinridge, and he says that if either he or Mr. Douglas had won, maybe all those other states wouldn't have seceded already. Papa says that Yankees don't understand our way of life. You don't know how hard it is to work cotton or tobacco. It's terrible, hard work. Papa says that if he has to pay wages to the people who work for him, he'll go broke and our whole way of life will end.

Emma: Maybe it ought to end. Ma just read us this new book by Mrs. Harriet Beecher Stowe. It's called *Uncle Tom's Cabin*, and it opened my eyes. After reading the book, I think that slavery's just plain wrong. But what do you think this news from Fort Sumter will mean?

Robert: Well, I suppose it'll make even more people from North Carolina want to leave the Union and join the Confederate States of America. It probably won't be long before we're calling Jefferson Davis "Mr. President." Papa says he can't see that Lincoln fellow as the head of any country *he* belongs to.

Emma: My pa says that if war comes, he'll fight.

Robert: Papa says that, too.

Emma: Do you think our fathers might end up fighting each other?

Robert: That's something I don't want to think about.

Handout #4, The Roots of the Conflict

From the time the Constitution was adopted in 1789, uniting the states into one nation, differences among the states had usually been worked out by compromise. However, by the time of the Civil War, there were three major areas of disagreement that could not be compromised away: disagreements about slavery, states' rights, and tariffs.

The most emotional conflict--over slavery--began when the first Africans were brought to this country as slaves in the mid 1600s. By the time of the Declaration of Independence in 1776, there were already many people who opposed slavery. It was a problem that was discussed when the Constitution was written. However, the Founding Fathers could not agree. They wrote in a *compromise*, allowing slavery to continue in some states, but saying that importing slaves from overseas would have to end by 1808.

As the nation expanded, people in the two regions of the country had different attitudes about the new territories. Southerners wanted slavery permitted in the new states that joined the Union. One newspaper ad of the time read, "Wanted: Lands in the climate of middle Georgia, on rivers flowing smoothly to the sea, under laws favorable to the holding of Negroes in bondage." Ads like this showed that Southern farmers wanted to move west . . . and they wanted to take slavery with them. Most Southerners felt that their economy and way of life could not survive without slavery.

Enslaved Africans were considered property. They had no legal rights and no personal rights. Even their children could be taken away from them and sold. A growing number of people in the North began to speak out, saying it was wrong for one person to own another. These people, both white and black, were called *Abolitionists* because they wanted to abolish (get rid of) slavery. As time went on, it became clear that compromise on this issue was not possible because some people believed that slavery was right, and others believed it was wrong.

A second disagreement was about the taxes paid on goods brought into this country from foreign countries. This kind of tax is called a *tariff*. In 1828, Northern businessmen helped get the Tariff Act passed. It raised the prices of manufactured products from Europe--goods that were sold mainly in the South. The law was designed to make Southerners buy more of the North's products. It angered the Southern people to have to pay more for the goods they wanted from Europe or to pay more to get goods from the North. Either way, they had to pay more. Though most of the tariff laws had been changed by the time of the Civil War, the Southerners still remembered how they had been treated by people in the North.

The two sections of the country also disagreed about how much power the federal government should have, and how much power was reserved to the states. In general, people in the South believed that states had most of the power to make decisions for their own people. People in the

North believed that the federal government could pass laws that applied to the entire country. This issue was called "States' Rights."

In the early 1800's, Americans had much in common, but there were many differences between the North and the South. The geography of the two sections of the country led to different economies and different ways of life. The South was an agricultural economy. Early settlers in this region of the country had found the warm climate and the fertile soil ideal for creating large farms called *plantations*. Crops grown on these plantations included cotton, sugar cane, tobacco, and sugar beets. A large number of slaves were used in the South to provide the labor.

In the Northeast, cool climate and rocky soil made large farms unprofitable. Although there were many farms, the economy of this region of the country was based more on trade than on agriculture. Between 1820 and 1850, manufacturing was the fastest growing segment of the economy. Most of the nation's factories were in the North, and many Northerners lived in cities.

In 1861, the United States included 19 states in which slavery was against the law. Slavery was legal in another 15 states. Abraham Lincoln had called the nation "a house divided," and had suggested that if the nation was to endure, it would need to become all slave or all free.

Handout #5, Thinking About the Roots of the Conflict

Almost all conflicts have deep roots. This activity will help you discover the roots of the Civil War. Read "The Roots of the Conflict" and then fill in the blanks below.

	North	South
Views of slavery		
Geography		
Economy (and tariffs)		
What should happen in the new territories?		
Role of the state and federal government		

Lesson 3 - The Gettysburg Campaign and the Battle

To try to help students visualize the battle and prepare themselves to visit the site, this lesson focuses on map skills. After examining and analyzing maps of the events leading up to the Battle of Gettysburg and of the battle itself, students use your classroom to create their own large battlefield map, recreating the important movement of troops on each of the three days of the battle. This lesson is designed to help students with a variety of learning styles, including kinesthetic learners, understand the important events of the Battle of Gettysburg.

Pennsylvania Learner Outcomes Achieved in This Lesson:

Mathematics (vi)

All students evaluate, infer, and draw appropriate conclusions from charts, tables and graphs showing relationships between data and real-world situations.

Citizenship (i)

All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development.

Arts and Humanities (iii)

All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

Learning Objectives

Students will be able to describe the key military events leading up to the Battle of Gettysburg.

Students will be able to analyze and show graphically the key military movements during the three days of the Battle of Gettysburg.

What You'll Need:

- A copy of Handout #6 and Handout #7 for each student
- A red pen or pencil, blue pen or pencil, and a pencil for each student
- Large pieces of construction paper, tape, and markers

How to Teach This Lesson

1. Give the students Handout #6, The U.S. in 1863. Read through the time line with students. Help students understand these key points about the history of the Civil War before July, 1863:

- The war had gone on for two years. The Union Navy's blockade was strangling trade and making it impossible for the Confederacy to get much-needed supplies. In the summer of 1863, Union forces controlled Kentucky, Tennessee, Missouri, the port of New Orleans, and much of the Mississippi River.

- General U.S. Grant had surrounded Vicksburg, higher up on the Mississippi River. That was also stopping the flow of much-needed supplies to the western part of the Confederacy.

- The South had won some important battles -- the Battle of Bull Run and the Second Battle of Bull Run, Fredericksburg, and, most recently, at Chancellorsville.

2. Have the students mark Confederate victories in red on their map. Have them mark Union victories in blue. Ask students, "Where had most of the battles of the Civil War been fought?" (Answer: In the South.)

3. On the map, have students use a blue pencil to draw in the Union blockade. Ask students to define "blockade." Ask the question: "Why did the blockade hurt the South?" (Remind students that the North was a growing manufacturing area, and the South was largely agricultural.)

4. Ask students to identify the battle that had taken place immediately before Gettysburg (Chancellorsville). Mark it in red on the map. The Confederate Army believed that it could defeat the Union.

5. At this point in the war, Lee wanted to relieve Virginia from the destruction of war. The Confederate army also hoped to relieve Vicksburg from Grant's siege. Finally, Lee needed to win a major victory on Northern soil. Tell students, "This was the situation at the end of June, 1863--just a few days before the Battle of Gettysburg. Now we are going to learn what took place during the battle."

6. Give each student a copy of Handout #7, The Gettysburg Battle. Introduce the battle by saying, "What we now call the Battle of Gettysburg was fought on the first three days of

July, 1863. A Northern army of about 93,000 men fought a Southern army of about 70,000 men in the largest battle ever fought in the Western Hemisphere."

Before students read anything written on the time line, ask them to draw some conclusions from looking at the maps.

-Day 1 - The two armies met north and west of Gettysburg. The North was forced to retreat through Gettysburg to positions south of the city on high ground.

-Day 2 - Union troops took positions on Cemetery Ridge. The Southern troops attacked those lines primarily at the right and left flanks.

Day 3 - The Confederates attacked again, this time at the center of the Union line, but they were unable to move the Union forces.

7. Have students read the time line. Review the events on each of the three days with students.

8. Tell students that they are going to reenact the movement of troops on the Gettysburg Battlefield in the classroom. (If your classroom is not large enough for this activity, move it to the multi-purpose room or on an area of your playground.)

Have one group of students look at the Park Service Battlefield Map and write the names of key locations--Cemetery Ridge, Seminary Ridge, Town of Gettysburg, Little Round Top, Big Round Top, McPherson's Ridge--on large pieces of construction paper. Or, assign students to these positions.

Have another group of students push the desks to the side. Have students determine the compass directions. Using the construction paper, mark out the important battlefield locations on the floor.

Divide the students into three groups. Assign each group one day of the battle. Let each group choose a narrator. Have them plan how they will show and describe to the rest of the class the events of that day. Then have each group do their presentation on your classroom battlefield.

Depending on the level of sophistication of your class and what they know, this activity could take place in one classroom period or on several days. Students could also do more research and expand on the information given, perhaps bringing in pictures of parts of the battle and discussing in more detail the troop movements on both sides.

The idea is to give students a chance to take what they have learned and apply it. In addition, this activity helps bring maps to life.

Additional Activity for Follow-up

1. Have students research and make one of the flags carried at the Battle of Gettysburg. Or, have students design their own flag.

HANDOUT #6
THE U.S. IN 1863

February, 1861 – By this time, six states-Alabama, Florida, Georgia, Louisiana, Mississippi, and South Carolina—had seceded from the Union. They formed the Confederate States of America.

March 5, 1861 – Texas joins the Confederacy.

April, 1861 – The Confederate forces seized Fort Sumter, South Carolina. Lincoln asked for 75,000 Army volunteers.
Virginia seceded.

May, 1861 – Arkansas, North Carolina seceded.

June, 1861 – Tennessee was the last state to secede.

July, 1861 – Union forces defeated at the Battle of Bull Run (Battle of Manassas). In the battle, General Barnard Bee said, "There is Jackson, standing like a stone wall." From that time forward, General Thomas Jackson went by the nickname "Stonewall."
Union ships blockaded Southern ports to keep supplies from arriving.

February, 1862 – "The Battle Hymn of the Republic" was published in the *Atlantic Monthly*.

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July 4, 1863 – General Grant captured Vicksburg. This means that the Mississippi River was under control of the Union and the Confederacy was split in two.

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ILLINOIS
Springfield
INDIANA
Indianapolis
OHIO
Columbus
Ohio R.
PENNSYLVANIA
Harrisburg
Gettysburg
Antietam
NJ
Trenton
MD
DE
Dover
Bull Run
Washington, DC
Fredericksburg
Annapolis
WEST VIRGINIA
Chancellorsville
Charleston
Richmond
VIRGINIA
Mississippi R.
MISSOURI
Jefferson City
Frankfort
KENTUCKY
Raleigh
Nashville
NORTH CAROLINA
TENNESSEE
Shiloh
ARKANSAS
Little Rock
Mississippi R.
Columbia
SOUTH CAROLINA
Ft. Sumter
Atlanta
MISSISSIPPI
ALABAMA
GEORGIA
North Atlantic Ocean
Siege of Vicksburg
Montgomery
LOUISIANA
Jackson
TEXAS
Tallahassee
Baton Rouge
FLORIDA
New Orleans
Gulf of Mexico
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HANDOUT #6 — Teacher's Key
THE U.S. IN 1863

February, 1861 – By this time, six states—Alabama, Florida, Georgia, Louisiana, Mississippi, and South Carolina—had seceded from the Union. They formed the Confederate States of America.

March 5, 1861 – Texas joins the Confederacy.

April, 1861 – The Confederate forces seized Fort Sumter, South Carolina.
Lincoln asked for 75,000 Army volunteers.
Virginia seceded.

May, 1861 – Arkansas, North Carolina seceded.

June, 1861 – Tennessee was the last state to secede.

July, 1861 – Union forces defeated at the Battle of Bull Run (Battle of Manassas). In the battle, General Barnard Bee said, "There is Jackson, standing like a stone wall." From that time forward, General Thomas Jackson went by the nickname "Stonewall."
Union ships blockaded Southern ports to keep supplies from arriving.

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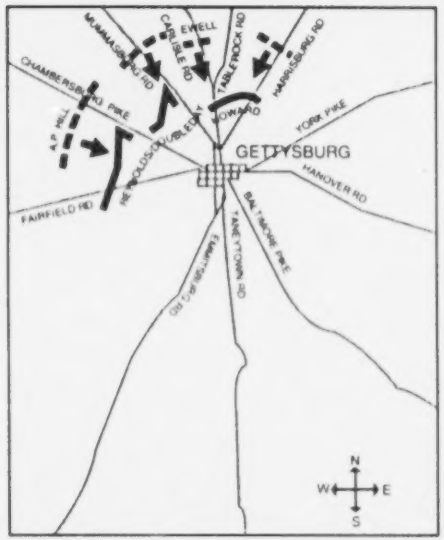
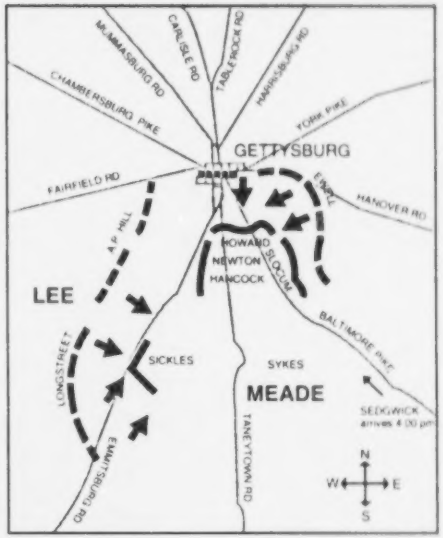
HANDOUT #7

THE BATTLE OF GETTYSBURG



JULY 1



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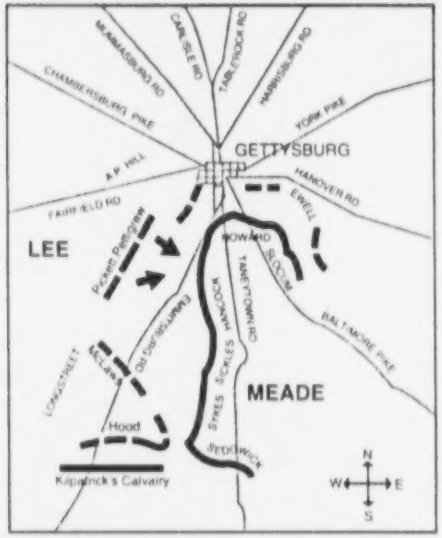

JULY 3

June 3, 1863 - General Robert E. Lee and the Army of Northern Virginia began marching north toward Pennsylvania. They moved quickly. One soldier wrote that his unit had "breakfast in Virginia, whiskey in Maryland, and supper in Pennsylvania."

June 28, 1863 - General George Meade was appointed as the Commanding General of the Army of the Potomac. He was one of a series of generals to head the Union Army.

June 30, 1863 - Lee set up his headquarters in Cashtown, Pennsylvania. Because 11 roads converged on the town of Gettysburg, the two armies both ended up in the area. Neither side, however, had good information about the location of the other army.

July 1, 1863 - A small force of Southern soldiers, hearing that there may be badly-needed supplies in Gettysburg, headed into town. They believed that General Meade's army was still in Maryland. Near McPherson Ridge (west of Gettysburg), the Confederate Army attacked a force of Union troops. The Union soldiers, badly outnumbered, held their positions until the afternoon. Then they were driven back to Cemetery Hill, south of town.

July 2, 1863 - The two armies drew battle lines about a mile apart. The Army of the Potomac was on Cemetery Ridge in a defense line that looked like a fishhook. Lee's army lined up on Seminary Ridge.

The Confederate forces attacked, beginning at the southern end of the Union lines and then at the northern end. The Union forces held important positions— Little Round Top and Cemetery Ridge.

July 3, 1863 - In a desperate attempt to win the battle, approximately 12,000 Southerners in perfect parade formation, marched across the field and up Cemetery Ridge. Barely half the soldiers involved in the assault returned. This attack was known as Pickett's Charge.

The battle left more than 51,000 men dead, wounded, captured, or missing. Although it was two more years before General Robert E. Lee surrendered to General Grant at Appomattox, in many people's minds, the outcome had been determined at Gettysburg.

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Lesson 4 - How the Gettysburg Conflict Affected People

This lesson uses primary source documents--letters and other reminiscences of those who took part in the battle--to help students understand how the Gettysburg battle affected soldiers and civilians from both the North and the South. It includes a student writing exercise that asks students to imagine what they might have said or written if they had been at Gettysburg.

Pennsylvania Learner Outcomes Achieved in This Lesson:

Communications (i)

All students use effective research and information management skills, including locating primary and secondary sources of information, with traditional and emerging library technologies.

Communications (iv)

All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

Communications (vi)

All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communication.

Citizenship (viii)

All students demonstrate that they can work effectively with others.

Learning Objectives

Students will be able to define and describe *primary sources* and how they are used to study history.

Students will use primary sources to analyze how the Battle of Gettysburg affected those who were part of it.

Students will use historical information and their imaginations to write about the effects of the battle on people.

What You'll Need:

- A copy of Handout # 8, "The Battle Affects People," for each student

Teaching This Lesson

1. Say to students, "When we reviewed the events of the Gettysburg Battle, it might have been easy to forget that this conflict affected the lives of individual people. But, as we have discussed in this unit, conflict does have an impact on people's lives. Today we are going to learn about some of the ways that the Gettysburg battle affected people--soldiers and civilians, from both the North and the South."

2. Introduce your students to using primary sources in studying history. Point out to your students that when historians write a book about what happened in the past, they use many different kinds of documents and pieces of information. Called "primary source materials," they include things like letters; songs from the period; diaries; paintings or old photographs; or records--people's bank statements, land records, census records. Ask students to list any primary sources that they have used or seen in studying history.

3. Help students think about how historians use primary source materials. Ask students to consider how a historian from the future might write about the life of young people today. What are some of the primary source materials he or she might use? How could the historian learn how fifth graders lived, what they thought or believed, and how they acted?

Ask students to brainstorm to come up with answers. Students' answers might include:
-Looking at magazines for young people
-Watching TV shows
-Listening to tapes or CDs
-School records-- for example, how many children completed each grade
-Visual records--photographs, school yearbooks, home videos
-Teacher's lesson plans to see what is being taught
-School newspapers

Tell students that some day, historians will use these documents as their primary sources to describe the time we now live in.

4. Help your students understand how historians use primary sources to draw conclusions. Point out that after looking at a number of different primary sources, historians come up with generalizations about the time and about how people lived.

To make the point more clearly, ask your students to generalize about their own history. Ask, "If you looked at some of the primary sources you've just mentioned, what are some generalizations you might make about life today?"

Answers might include: Students in the 1990s enjoyed listening to music and watching television. All students attended school. Encourage students to be creative.

The point of this exercise is to help students understand that one of the ways we learn about people from an earlier time is through the words they wrote, the pictures they drew, and the records they kept.

5. Give each student a copy of Handout #8, "The Battle Affects People." Say, "Here are some examples of primary source documents about the Gettysburg battle. They are drawn from letters that people who took some part in the battle wrote, articles they published, or stories they told others that were later written down."

6. Ask students to take turns reading the various entries.

7. Now say, "Imagine that *you* were at the Gettysburg battle. Write a letter to someone describing your experiences. You might imagine you are a soldier in the Union or Confederate Army or a citizen who lived in Gettysburg. Use your imagination and everything you've learned about the Gettysburg battle to make the letter as vivid as you can."

8. Have students share their finished products with the class. You might make a bulletin board with all the entries.

Additional Activities for Follow-up

1. Today, many people pick up the phone instead of writing a letter. How may that affect the job of future historians? What effect could e-mail have on the job of future historians?

Handout #8, The Battle Affects People

Over the store was a large hall, which was turned into a hospital. When the surgeons amputated, they would throw arms and legs out the windows into the yard to lay there in the sweltering sun of that hot July. Sometimes afterward they came with horses and carts, shoveled the amputated parts and hauled them away and buried them in long trenches. We could not open our windows for weeks because of the terrible stench. I have often thought that the only thing that saved the town from an epidemic was a heavy rain that came (I think) the third day. It rained so hard that the little streams and "runs" about the town looked as if they were pure blood. . . .

Mother had such a fine garden full of vegetables, but on our return home when she went into it to get something for a meal, all that she found was about a quart of beans. She cooked them in salt water and they had to suffice for a family of eight until supplies arrived from Baltimore. . . The first thing I got was an orange, and I ate skin, seeds, and all, I was so hungry.

-- Personal Experiences of a Young Girl During the Battle of Gettysburg

When we got in half mile of the battlefield of Gettysburg I went to a house about a hundred yds from the regiment to get some water it was full of women and little children. The battle was going on then. I felt very sorry for them. They were crying & running to & fro almost crazy, an old woman said to me, for the lord's sake don't come here. I did not know what she meant, she was crying so. Bomb shells were coming over the house then from the enemys batteries. I do not know whether she was hurt or not. . . It was the hardest fought battle I was ever in.

--Letters of Henry Figures, Orderly Sergeant, 4th Alabama Infantry

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June 28

We have entirely passed through Maryland, and are now about 20 miles into Penn. . . . We march about 18 miles a day. . . Genl Lee is doing it all his own way & is almost adored by his troops, which I believe would follow him to Boston. His army is in fine spirits, well armed, horses & mules fat, & everything ready to try to whip Yankeedom.

July 11

I had 18 men killed, several mortally wounded, and about 100 more or less wounded. . . Sixteen of my men lost arms and legs. That night we lay on the Battlefield, and next morning by daylight were ordered to advance amid the groans of the wounded enemy (ours had been moved back) and over the dead of both parties. . . .As a Yankee prisoner told one of my men, we have found a great difference between invading the North & defending the South.

July 13

We have been here four days, with the Potomac swimming behind us, with our rations cut down to less than half flour a plenty of fresh beef, no grease, & no salt. Men are exhausted, hungry, dirty, ragged & in many instances barefooted. . . . If they come upon us they will be whipt; if we go upon them, I rather anticipate a similar fate.

--Letters of David Wyatt Aiken, Colonel, 7th South Carolina

Preparing for the Site Visit: Pre-Visit Activity

The purpose of this lesson is to prepare students for their visit to Gettysburg. While at Gettysburg, they will visit the Granite Farm, which is at the southern end of the battlefield near Little Round Top and Big Round Top. The farm was in the direct line of much of the action in the early afternoon of July 2. It was first occupied by soldiers of Union General Daniel E. Sickles' Third Corps. They were quickly driven out by Lieutenant General James Longstreet's Confederate brigades, who advanced through the property on their drive toward the left flank of the Union army.

The experience at the Granite Farm will take place over a two-hour period. The buses will be driven to a parking area on Big Round Top. Students will begin their lesson there.

The park activity is a ranger-led program, with opportunities for much interaction and participation by students. **It is important that students complete this pre-lesson before they arrive at the battlefield. Otherwise, much of the impact of the park experience will be lost.**

1. While at the Granite Farm, students will be participating in a play. Using the script included with this lesson, they will act out what happened on the morning of July 2, 1863--the day the Union soldiers told John Slyder and his family to leave their farm.

2. Hand out the worksheet, "What Would You Do?"

3. Divide the students into four groups to work on the activity in the classroom.

4. Have students think about the importance of land. Why was the land so important to the Slyders? It provided their living, of course, but land also has a value that is more than monetary. Land is so precious to many people that they are willing to die for it.

5. Ask each group to discuss among themselves

> -What might be the conflict between the soldiers and the Slyders as the soldiers arrive on July 2?
> -Write down what you think the family (the soldiers) might say.

-Hand out the script, "July 2, 1863." Have students take roles and act out the play.

6. Have a brief discussion with the students.

Point out that this type of conflict arises because two groups of people want to occupy the same piece of land and to have the right to use all the things on that land. Conflict can end in many ways. Ask the students to list what they think might be the outcomes of the conflict between the soldiers and the family. Point out that there is no right or wrong answer--that the resolution of the conflict depends on the thoughts and actions of the people involved.

7. Choose up to 6 students to portray the soldiers at the Granite Farm. Choose students to play John and Catherine Slyder and their three children--John, Hannah, and Jacob Isaiah.

8. Give students a brief overview of what will happen at the farm.

"We're going to take a walk through time. We're going to learn about life on the Slyder farm. We'll also experience some of the chores that the family might have done on that day. We're going to give you the chance to experience the events of the morning of July 2, 1863--and to see that the battle affected not only the soldiers who fought it, but also the people who lived here. You're going to have a chance to decide how you think the conflict between the soldiers and the Slyders should be resolved--and then you're going to learn what really happened."

9. Have students vote on how they think the conflict should be resolved.

When You Return from Gettysburg

1. Ask students to imagine that they are a member of the Slyder family. Write a letter to a friend describing their experience.

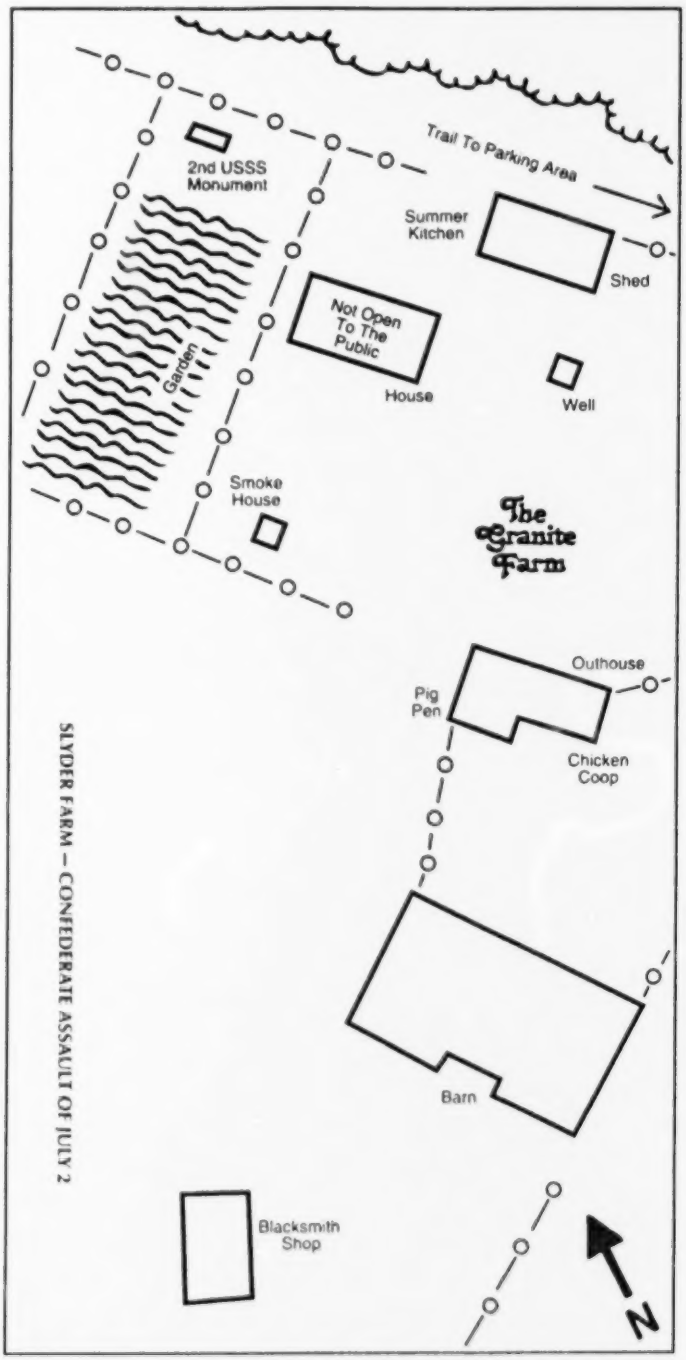
2. Draw a picture of the Slyder farm before and after the battle.

3. Have students write and illustrate their own book about conflict. Children who have personal experiences with conflict may wish to write about their

personal experiences. Others may use what they have learned about Gettysburg or another conflict. One book you might wish to read with your students is *I Dream of Peace: Images of War by Children of Former Yugoslavia* (New York: HarperCollins), 1993.

Note to the Teacher

The National Park Service would like to display any letters, artwork, or books your students create following their visit to Gettysburg. Send these to Student Education Programs, Gettysburg National Military Park, Gettysburg, PA 17325.



What Would You Do?

For the Slyder family, July 2, 1863, started out like any other summer day. John and Catherine Slyder, who owned a small farm near Gettysburg, Pennsylvania, had a long list of chores to finish. There was always something to do on a farm—and the Slyders, like most farmers of the time, grew or made almost everything they needed. Besides being a farmer, John Slyder was also a carpenter and a blacksmith.

The Slyders had owned the land they farmed since 1848 and had moved there three or four years later. Three of the Slyder's five children—John, age 20, Hannah, age 17, and Jacob Isaiah, age 9—were still at home on the farm. Two older children, William James and Matilda, had moved away and were living in their own homes.

The Slyders had heard about the war, of course—although Catherine Slyder, who never learned to read, had to rely on conversations with others for her news. But in the two years that the war had been going on, the fighting had taken place in the states that were trying to secede from the Union.

Still, there were some signs that trouble was brewing. On June 30, some Union soldiers had come to the farm asking for food and water. Catherine Slyder had just baked bread and had picked some beans from her garden. She gave those to the soldiers and sent them on their way.

The next day, July 1, more Union soldiers came up from Plum Run. Again, they asked for food and water, and again the family gave them some provisions. Catherine was nervous about what might happen if the family didn't cooperate.

July 2 dawned clear and warm. John Slyder was hoping to harvest some wheat—but he found that the grain wasn't quite ready yet. There were animals to care for—the Slyders had horses, cattle, hogs, sheep, geese, chickens and bees on the farm.

Early in the morning, Union soldiers arrived on horseback. "You'd better leave," they told the Slyders. The Confederate army was assembling along the Emmitsburg Road—just a few hundred yards from their property. On the other side of their farm, at Devil's Den, the Union army was digging in.

The Slyders had to make a decision—and to make it quickly. Should they stay or should they go? What do you think? What would you do?

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Script - July 2, 1863

Soldiers march up from the trail, beating a cadence on the drum and carrying the Union Flag. They confront the Slyder family.

Soldier: Whose farm is this?

Slyders: It's ours.

Soldier: Who are you?

John Slyder: We are the Slyder family.

Soldier: I've come to warn you. You'd better leave your farm now!

John Slyder: Why? This is our home. It's summer and we have many chores to do.

Soldier: The rebs are over there (*points towards the Emmitsburg Road*). Thousands of them will be coming across your farm as they attack the Round Tops and Devil's Den.

John Slyder: Well, we can't just leave. Our life's work is tied up in this farm.

Catherine Slyder: Besides, you're the Union Army. Aren't you supposed to protect us?

Soldier: There's nothing we can do except warn you and tell you to leave. If you don't, you and your family could be killed. Have some sense, man! Get your family out of here while there is still time.

John Slyder: Well . . . I have to talk it over with my family.

Soldier: Don't talk long--there isn't much time.

The family talks among themselves. Finally, Mr. Slyder gives the family's decision to the soldiers. The Soldiers leave the farm and head back towards the trail.

THE SLYDER CLAIMS FROM THE WAR

7 acres wheat	$97.50
2 acres grass	45.00
1 ton hay $15, 30 bus. corn $24	39.00
Damage to fence $100, Damage to land $70	170.00
3 head cattle $50, 2 boxes bees and honey $7	57.00
16 pieces ham and bacon	20.00
7 (crack board?) $7, 1 saw, axe and Mattock $5	12.00
1 lot saddler and shoemaker tools	5.00
Buggy cushions and shafts	10.00
10 quilts & comforts $25, 2 rifles broken $15	40.00
2 overcoats & other clothing	20.00
1 barrel flour $8, 1 bag salt $2	10.00
200 feet boards $5-, 1 copper kettle $3-	8.00
Bedding and carpeting destroyed	20.00
Looking glass and other furniture	38.00

Lesson 5 - The Gettysburg Address

This lesson focuses on the Gettysburg Address, perhaps the most famous speech in American history. Students will analyze its purpose, impact at the time, and current impact.

Learning Objectives

Students will be able to tell the story of the events leading up to the Gettysburg Address.

Students will be able to analyze and describe the major themes of the address.

What You'll Need

- A copy of Handout #9, The Gettysburg Address, for each student
- Old magazines and newspapers
- Construction paper

Teaching This Lesson

1. Help students understand the events that led up to Lincoln's Gettysburg Address. You can read the following brief description, or retell it in your own words:

> When the two armies left Gettysburg, they left behind a scene of almost total destruction. There were eight thousand human bodies scattered over or (barely) under the ground. In addition, five thousand horses or mules had been killed in the battle.
>
> General Meade wired President Lincoln: "I cannot delay to pick up the debris of the battlefield." That left the responsibility for burying the dead to the 2,500 inhabitants of Gettysburg. When citizens returned to their farms, they found they either had to plant and plow around the bodies in their fields and gardens, or move the rotting corpses to another place.
>
> Clearly, someone had to find a way to bury the dead. The person given the responsibility of handling all the arrangements was 32-year-old lawyer David Wills of Gettysburg. He described the situation in the town in an early letter to Pennsylvania Governor Andrew Curtin: "In many instances arms and legs and sometimes heads protrude and my attention has been directed to several places where the hogs were actually rooting out the bodies and devouring them."

Burial committees also came from several states. Bazil Biggs, a local African-American citizen, helped move the many bodies to the National Cemetery, even though members of his race were given a different cemetery on Washington Street. All but one of the African-American heroes from other Civil War battles were buried in Lincoln Town Cemetery.

The citizens of Pennsylvania decided to create a national cemetery at Gettysburg. The dedication was planned for November 19--although not all the bodies were buried by that time.

The most famous public speaker of the day, Edward Everett, was invited to give the dedication speech. President Abraham Lincoln was invited to deliver "a few appropriate remarks."

The legend that Lincoln did not begin writing the speech until he was on the train, where he scribbled it on the back of an envelope, is untrue. Lincoln had carefully written a version of the speech on White House stationery (although he made a few changes as he spoke).

On the day of the dedication, Everett spoke for two hours. Then Lincoln began to speak. As historian Gary Wills has written, he "transformed the ugly reality into something rich . . . and he did it with 272 words."

The second legend about Lincoln's speech is that it was not well received. Lincoln himself was not pleased, commenting, "People are disappointed." Yet one of the newspapers present wrote that the Gettysburg Address would "live among the annals of man." Everett himself wrote to Lincoln saying he wished he had come "as close to the central idea of the occasion, in two hours, as you did in two minutes."

Today, the Gettysburg Address is considered one of the greatest speeches ever given. It remains one of the most important expressions what our form of government is all about.

Analyzing the Address

2. Hand out copies of Handout #9, "The Gettysburg Address." Have students take turns reading the first paragraph aloud. Afterward, ask the following questions to make sure students understand the key points in the speech.

- What is a "score?" (20 years)

• Who did Lincoln mean when he talked about "our fathers?" (The early founders of the country.)

• Where did the idea come from that it was a "nation dedicated to the proposition that all men are created equal?" (From the Declaration of Independence: "We hold these truths to be self evident that all men are created equal.")

• How is Lincoln's definition of "all men" different from the writers of the Declaration of Independence? (Lincoln was specifically talking about freeing the slaves. In the time of the Declaration of Independence, slavery was still allowed.)

3. Have students take turns reading paragraph 2. Ask the following question:

• Lincoln states what he thinks is the purpose of the Civil War. What is it, in his opinion? (To see whether a country like ours can stay together as a nation with a common belief that all people are created equal and should have freedom. By the time he delivered this speech, he had issued the Emancipation Proclamation, which freed slaves in the states that were in rebellion.)

4. Have students read the third paragraph aloud. Ask the following questions:

• What is Lincoln saying about the men who died in battle here? (That their deaths are much more memorable than anything he--or anyone else--could say.)

• Did Lincoln think that his words would be remembered? (Probably not. He says, "The world will little note nor long remember what we say here.")

• What does Lincoln say is the responsibility of those who are still living? (To continue to work for freedom and justice. Note that Lincoln is also trying to encourage the people in the North to keep on fighting. He wants people to rededicate themselves to continuing the fight.)

• What do you think Lincoln means by the phrase, "government of the people, by the people, for the people?"

5. Divide students into small groups. Assign each group one of the key phrases from the Gettysburg Address: "dedicated to the proposition that all men are created equal" or "government of the people, by the people, for the people."

Have students look through the magazines and newspapers for pictures or headlines that indicate how people in the U.S. are--or are not--living up to the ideal that Lincoln established in this speech and use them to create a collage. Then have students explain their collages to the class. Display these on a bulletin board.

Additional Activity for Follow-up

1. Encourage students to memorize the Gettysburg Address and recite it aloud.

Handout #9, The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate--we can not consecrate--we can not hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth.

--Abraham Lincoln
delivered November 19, 1863
Gettysburg, Pennsylvania

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